…We must think critically. But it takes courage to think. You have to say that in America because it is such a profoundly anti-intellectual civilization; profoundly so. It is market driven, obsessed with business and short term gain and it puts a premium on intelligence, which is nothing but a manipulative faculty. We are talking about intellect. Intellect and intelligence are not the same thing. Intelligence engages in immediate valuation of various particular contexts in order to gain access to a short-term gain. Intellect evaluates the evaluation, looks at hidden presuppositions, the tacit assumptions, what holds the whole framework, a vision, a paradigm together. –Cornel West (2001)

LTNS Studies 580*
RRS 580/SOC 580

EDUCATIONAL EQUITY:
RACE, CLASS AND SCHOOLING INEQUALITY IN THE U.S.

Fall 2026
Friday 9:30 AM – 12:15 PM
Synchronous Online via Zoom (Links on Canvas page)

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Hours: By appointment

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Hours: By appointment

This class is dedicated to the memory of our dear Brother and 580 family member
(FL 17), David McKnight Hillman who gave his life in service of the
most wounded and vulnerable ones.

* This is a 3 unit, no cost course

COURSE OVERVIEW

Education has been viewed as one of the most viable and effective routes to upward mobility in U.S. society. An educated citizenry has also been seen as a key element in the maintenance of democracy. However, equitable access to public education has not always been available to all segments of our society. Groups and individuals have at various times in our nation's history been denied access to education on the basis of race, class, gender, and religion. For this reason and others, the demand for access to educational opportunities

has often been intense and has come to be an integral part of the ongoing struggle for human rights in the United States.

Even as access to public schools has increased, inequality between ethnic groups, both with respect to the quality of education they receive and their academic performance, has persisted. As a result, despite concerted efforts to promote equality, the educational experiences of various ethnic groups within the United States have not been equal.

This course will attempt to provide students with a basis for understanding the educational experiences of different ethnic groups in the United States. We will focus extensively on the following groups: African Americans, Asian Americans and Pacific Islanders, Latinx, and low income White Americans. The experience of these groups in America's public schools and their efforts to utilize education to improve their socio-economic status, will serve as the focus for the course.

To set a context for analyzing these experiences, we will also consider larger social issues such as the role schools play in the socialization of young people, and as instruments of social control and social stratification. We will examine how the historical development of public education in the United States has influenced its present form and take a critical look at some of the current issues and policy debates in education including the debate over school reform, bilingual education and affirmative action. These pursuits will ultimately lead us to consider ways in which the problems facing U. S. schools can be more effectively remedied.

Finally, throughout the course we will examine some of the issues facing the Bay Area public schools and use this analysis as a case study for understanding the problems and issues confronting urban schools in the United States. Discussions on local district issues will regularly be a part of the class.

Student Time Commitments and Learning Outcomes

Students should expect to spend approximately 5 hours per week working on our course (2.50 hours of class time and 2.75 hours of reading and completing assignments). Weeks with major assignments due, such as the tracking paper, midterm, leading class discussion, and the final project will require up to an additional 2-3 hours of study time.

What follows is a description of the core learning outcomes we will move through together throughout the semester. Please do not

hesitate to reach out if you have any questions or concerns about these goals for the semester.

Upper Division Social Sciences (UD-D)

1. apply the methods of inquiry and analysis characteristic of one or more of the behavioral and social science disciplines to the study of human behavior, institutions, or socio- economic systems as related to the appropriate economic, ethnic, geographic, historical, political, social, or cultural contexts;
2. articulate how theories and practices in one or more of the behavioral and social science disciplines come to be accepted, contested, changed, or abandoned by the scholarly community;
3. evaluate the quality of behavioral and social scientific information and claims on the basis of their sources and the methods used to generate that information;
4. construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, that communicate what students have discovered;
5. analyze economic, political, social, or cultural issues as well as ethical dilemmas and choices that arise out of behavioral or social scientific research, discoveries, and applications; and
6. analyze issues of equity and discrimination related to human behavior or to economic, political, social, or cultural institutions or systems, in the present or in the past, and, as appropriate, apply that knowledge to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

American Ethnic & Racial Minorities (AERM)

1. identify the historical, political, and/or cultural and aesthetic experiences and actions of one or more US ethnic/racial minority groups;
2. identify the value systems and/or styles of creative expression of one or more
3. ethnic/racial minority groups of the United States;
4. develop social and cultural participation skills, decision-making abilities, and political awareness in order to be citizens in an ethnically and racially diverse nation; and
5. develop the understandings and behavioral competencies necessary for effective interpersonal and inter-ethnic group interactions such as the following:
    - recognizing the dynamics of racial hierarchies and power relations,
    - recognizing the dynamics of interpersonal interactions,

- recognizing the problems of ethnic and racial minority stereotypes, and
- recognizing the diversity of attitudes and values which are projected in verbal and nonverbal behavior.

Social Justice (SJ)

1. analyze, articulate, and apply principles of social justice in addressing social constructions of identity, hierarchy, power, and privilege; and
2. identify ways in which they can contribute to social justice within local communities, nations, or the world.

Course Requirements

Each student will be required to turn in two "buy-in" mini-assignments. Buy-in assignment 1 is due Sunday, August 30th on Canvas. Buy-in assignment 2 is due Sunday, September 6th on Canvas. **If you do not turn in both of these assignments, you will be dropped from the course.**

Buy-in assignment 1

Due Sunday, August 30th on Canvas.
Post a bio pic and a 75-100 word personal bio. Bio should include your preferred name, major/minor, intended grad year, post-grad aspirations, hopes for this class, and anything else you'd like us to know about you.

Buy-in assignment 2

Due Sunday, September 6th on Canvas.
Review the syllabus. Add your name and contact information to one of the weeks on the "Leading Class Discussion Sign-Up" sheet that is posted on Canvas.

Core Assignments

Each student will also be required to lead at least one class discussion on the weekly readings, complete a personal-analytical paper on tracking **(due Wednesday, 9/23 via Canvas)**, a midterm **(in class group performance 10/30)** and a school transformation performance **(in class performance 12/11)**. The tracking paper will be largely self-reflective in nature, but also requires you to make use of some course readings. The midterm exam will be critically reflective in nature, drawing heavily from course readings, lectures, and films. The final project will be creative in nature and will also ask you to draw on course readings, lectures, and films. Guidelines for the assignments will be distributed and discussed in class. Regular class attendance and participation is expected and will be heavily considered in the final grade.

PTEAs

Each student is also expected to complete a P-TEA (**template in "PTEAs" folder in files on Canvas**) for at least 1 reading every week (**samples in "PTEAs" folder in files on Canvas**). P-TEAs should be turned in via Canvas on Wednesday by midnight. Students can do additional PTEAs to boost their participation grade in the event they need to miss class.

*The YouTube Shorts option for PTEAs. On 2 separate weeks during the semester, you may choose to submit your PTEA as a YouTube Short. Use the PTEA sections/format to construct your PTEA and submit the link.

Completing the P-TEA (template and samples in "PTEA" folder in files on Canvas)

"P(ossibili)-TEAs" (master doc on Canvas)

Problem/Purpose/Premise- *State* the primary problems or purpose that the authors are aiming to address.
Theories- *Synthesize* the main theories used in the readings. If the article presents a particular philosophy, ideology, or pedagogy, what are their "pillars" of effective pedagogy?
Evidence/Examples- *Summarize* the evidence used by the author/scholar to test or prove the theories presented in their work. (This should include direct quotes from the text with the page number.)
Analysis/Application/Action- *Show* the *significance* of the reading and how it applies to:

1. Your philosophical beliefs about teaching
2. Related and divergent theories and perspectives
3. Your personal experience
4. Actions that can be taken to solve problems for marginalized peoples

Connection- *Reflect* on at least one other reading from the same week. Explain how the two texts compare and contrast from one another.

Grading Policy

The final grade for the course will be based upon the following criteria:

Tracking Paper—15%
Midterm Exam—20%
School Transformation Project—30%
Course Participation—35%**

**Your participation grade will be based upon the quality of the class discussion(s) you lead, your attendance, your P-TEAs, your "buy-in" assignments, and your regular participation in class.

Required Readings
Readings will be made available on Canvas.

SCHEDULE OF TOPICS AND ASSIGNED READINGS

Week 1: Friday 8/28
- → **Introduction to the Course**
- → **The Role of Education in U. S. Society**

Week 2: 9/4
- → **Education and Social Stratification**

Read these pieces before class and complete PTEA for one of them:

1) Duncan-Andrade, J. (2022). Equality or equity: Which one will we feed? In *Equality or Equity: Toward a Model of Community-Responsive Education* (pp. 1-18). Cambridge: Harvard University Press.

TRACKING PAPER ASSIGNMENT HANDED OUT (Due Wed, September 23)

Week 3: 9/11
- → **Tracking and Inequality in Education**

Read these pieces before class and complete PTEA for one of them:

1) Oakes, J. (1985). Tracking. In J. Oakes, *Keeping track: How schools structure inequality* (pp. 1-14). New Haven, CT: Yale University Press.
   1a) Oakes, J. (1985). Unlocking the tradition. In J. Oakes, *Keeping track: How*
2) Finn, P. J. (1999). A distinctly un-American idea: An education appropriate to their station. In P. J. Finn, *Literacy with an attitude: Educating working-class children in their own self-interest* (pp. 9-25). Albany: State University of New York Press.
3) Rist, R. C. (1973). Kindergarten: Beginning of the journey. In R. C. Rist, T*he urban school: A factory for failure* (pp. 64-99). Cambridge, MA: The MIT Press.

FILM: "OFF TRACK"

Week 4: 9/18

→ **Education and Socialization: Resistance and Agency**

Read these pieces before class and come ready to discuss:

1) **EVERYONE WATCH and complete PTEA** on Paulo Freire Interview.
2) Anzaldúa, G. (1987). Movimientos de rebeldía y las culturas que traicionan. In G. Anzaldúa, *Borderlands/La Frontera* (pp. 15-23). San Francisco: Spinsters/Aunt Lute.
3) Davis, A. (1981). Education and liberation: Black women's perspective. In A. Davis, *Women, race and class* (pp. 99-109)
4) Solórzano, D. G., & Delgado Bernal, D. (2001). Examining transformational resistance through a Critical Race and LatCrit theory framework: Chicana and Chicano students in an urban context. *Urban Education, 36*(3), 308-342.

A MUST HAVE for your library:

5) Freire, P. (1970). *Pedagogy of the Oppressed* (pp. 27-74). New York:

Continuum.

Week 5: 9/25

→ **The Significance of Race and Ethnicity in American Society and Education**

Read/watch these pieces before class and come ready to discuss:

1) **EVERYONE WATCH and complete PTEA on** Heather McGhee interview with Trevor Noah on The Daily Show
2) Ladson-Billings, G. (1998). "Just what is critical race theory and what's it

doing in a nice field like education?" Qualitative Studies in Education, 11(1): 7-24.

*PODCAST interview on Ladson-Billings latest thinking on CRT w/ Harvard Ed-Cast:

Interview with Gloria Ladson-Billings

**Link to transcript of interview if you prefer to read/annotate: Link to transcript of podcast interview

Week 6: 10/2

→ **Politics of Whiteness and Race Based School Performance: The Case of the Irish and Low-Income Whites in Schools**

Read these pieces before class and come ready to discuss:

1) **EVERYONE WATCH and complete PTEA on** Tim Wise on the concept of white privilege.
2) Diangelo, R. (2018). *White Fragility: Why it's so hard for white people to talk about racism*. Boston: Beacon Press.

3) Harris, C. I. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), Critical Race Theory: The key writings that informed the movement (pp. 276-291). New York: The New Press.
4) McIntosh, P. (1990). Unpacking the invisible knapsack. Independent School, 49(2), 31-35.

Week 7: 10/9

→ Asian Americans and the Model Minority Myth

Read these pieces before class and complete PTEA for one of them:

1) [Read pages 9-19 at minimum for PTEA, review rest for knowledge base] Pew Research Center. (2023, November 30). *Discrimination experiences shape most Asian Americans' lives: Stereotypes of Asians in the U.S. as foreigners and a model minority drive discrimination*.
2) Tintiangco-Cubales, A.G. and Curammeng, E. (2018). "Pedagogies of Resistance: Filipina/o "Gestures of Rebellion" Against the Inheritance of American Schooling." in At War: Challenging Racism, Materialism, and Militarism in Education edited by Tracy Buenavista and Arshad Ali.
3) Chang, B., & Au, W. (2007). You're Asian, how could you fail math? Unmasking the myth of the model minority. *Rethinking Schools Online, 22*(2).
4) Wang, L. (1995). Lau v. Nichols: History of struggle for equal and quality education. In D. T. Nakanishi, & T Y. Nishida (Eds.), *The Asian American educational experience: A source book for teachers and students* (pp. 58-94). New York: Routledge.

MIDTERM EXAM QUESTIONS HANDED OUT (PERFORMANCES 10/30)

Week 8: 10/16

→ Bilingual Education

Read/watch these pieces before class and come ready to discuss:

1) **EVERYONE WATCH and complete PTEA on**: THE-MERROW-REPORT-LOST-IN-TRANSLATION.MP4
2) Cummins, J. (1999). The ethics of doublethink: Language rights and the bilingual education debate. *TESOL Journal, 8*(3), 13-17.
3) Attinasi, J. J. (1997). Racism, language variety, and urban minorities: Issues in

bilingualism and bidialectalism. In A. Darder, R. D. Torres, & H. Gutíerrez (Eds.), *Latinos and education: A critical reader* (pp. 279-301).

Week 9: 10/23

→ **MIDTERM REVIEW**

Week 10: 10/30

→ **MIDTERM PERFORMANCES**

Week 11: 11/6

→ **Educational Obstacles Facing Latinx Students**

Read these pieces before class and complete PTEA for one of them:

1) Espinoza-Herold, M. (2003). Introducing Carla: "This Is America and Here You Speak English!" In M. Espinoza-Herold, *Issues in Latino education: Race, school culture, and the politics of academic success* (pp. 67-93). Boston: A and B.
2) Valenzuela, A. (1999). Introduction. In A. Valenzuela, *Subtractive schooling:U.S.-Mexican youth and the politics of caring* (pp. 3-32). Albany: State University of New York Press.

FILM: "FEAR AND LEARNING AT HOOVER ELEMENTARY"

FINAL PROJECT GUIDELINES HANDED OUT

Week 12: 11/13

→ **Building Successful Educational Programs for Chicana/o/Latina/o Students**

Read/watch these pieces before class and come ready to discuss:

1) **EVERYONE complete PTEA on**: Cammarota, J. and Romero, A. (2006). A critically compassionate intellectualism for Latina/o Students. *Multicultural Education*, Winter,16-24.
2) Duncan-Andrade, J. (2022). Relevance: What are we teaching our children? In *Equality or Equity: Toward a Model of Community-Responsive Education* (pp. 93-138). Cambridge: Harvard University Press.

GUEST SPEAKER: AUGUSTINE ROMERO

Week 13: 11/20

→ **Historical and Current Conditions Shaping African and African-American Experience in US Public Education**

Read/watch these pieces before class and come ready to discuss:

1) **EVERYONE complete PTEA on: James Baldwin debates William Buckley at Cambridge (1965)…start at 14:00**

2) Love, B. L. (2026, February 17). *How we got here and how we move forward (with our heads held high).* Southern Poverty Law Center. https://www.splcenter.org/resources/stories/how-we-got-here-how-we-move-forward/.
3) Akom, A. (2003). Reexamining resistance as oppositional behavior: The Nation of Islam and the creation of a Black achievement ideology. *Sociology of Education, 76*(October), 305-325.
4) Steele, C. (2003). Stereotype threat and African American achievement. In Perry, T., Steele, C., and Hilliard, A., *Young, Black, and Gifted* (pp. 109-130). Boston: Beacon Press.

Week 14: 11/27 NO SCHOOL—TAKE A BREAK

Week 15: 12/4

→ Strategies for Repurposing Public Schools

Read/watch these pieces before class and complete PTEA for one of them:

1) TEDx Talks. (2023, December 13). *Safe is still not enough for LGBTQ+ students | Michael Sadowski | TEDxBard College* [Video]. YouTube: https://youtu.be/xMxQLyWdnPM
2) Duncan-Andrade, J. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. *Harvard Education Review,* 79(2), 1-13.
3) Tintiangco-Cubales, A. and Duncan-Andrade, J. (2022). "Still Fighting for Ethnic Studies: The Origins, Practices, and Potential of Community Responsive Pedagogy". *Teachers College Record*.

Week 16: 12/11

SCHOOL TRANSFORMATION SYMPOSIUM

**Instructions for PTEAs and final presentation will be shared in class.